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Available data on interests, achievement goals, competencies, self-concepts and personalities were used to survey 12, 432 college freshmen at 31 institutions in Spring 1964. The following spring a checklist which combined a Student Activism Scale with items relating to other extracurricular activities was presented to a sample of 5,129 of the students at 29 institutions. The degree of activism was determined by items checked by the students to indicate their participation in any of several campus activities. Some survey results concurred with earlier findings: the identifiable activists came from middle-class homes where educational experiences had stimulated their mental curiosity, and they were more creative, autonomous, and service-oriented than other students. Unlike previous studies, however, activists were found to be practical rather than romantic, and no less religious or dogmatic than their non-activist peers. They were found to be intellectual but not academically inclined and therefore not outstanding students. They tended to be talented in nonacademic areas such as art, speech, drama and writing. Findings also indicate that a majority of the student activists studied seem to be aggressive, self-confident, and find leadership roles stimulating. Yet they are normal, well-balanced individuals who share many similarities with and are liked by other students. (WM)

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HE 000 595

A Study of Student Activism

Leonard L. Baird

American College Testing Program

Student activists are an important group to study, not only because of the headlines they attract, but for many educationally valid reasons. First, student activists have made serious criticisms of American higher education. As a consequence of these criticisms, some curricula have been altered, admissions policies have been liberalized, and student government has come to have a more relevant voice in college affairs. An understanding of the change of the "silent generation" of the 1950's to the activist generation of the 1960's can also help us understand the social changes in American society. And as the product and the cause of such changes, student activists represent the vanguard of social changes to come. Finally, activists are important because many of America's future leaders will almost certainly come from their ranks.

Thus, as they are such an important group, it is understandable that so much has been written about student activists. Unfortunately, most of what has been written is anecdotal and journalistic. Even the few empirical studies reported by social scientists have limitations. The studies are generally confined to single campuses, and often to participants in a single event. Often the study has used only a single instrument, and the data were gathered after the event rather than before. However, even with these limitations, the studies report consistent trends. Student

activists tend to be brighter, more idea-oriented, more concerned with ethical problems, and more original and artistic than nonactivists. (Some of the better studies can be found in Altbach, 1968; Astin, 1968; Keniston, 1968; Peterson, 1968; the July 1967 issue of the Journal of Social Issues; and the Winter 1968 issue of Daedalus.)

The present study was designed to extend these earlier studies while dealing with the limitations listed above. First, this study involves a large sample of students in diverse colleges. Comprehensive data are available for these students' characteristics as entering freshmen and as college sophomores. The data include information on students' interests, achievements, goals, competencies, self-concepts, and personalities. This study also uses a scale of "activism" which allowed us to group the sample according to the degree of activism.

The Student Activism Scale. The scale used to group the sample was presented to students when they were sophomores.[1] The items are sample checklists of activities in which a student may have engaged. He merely checked the activities he had done. The items were the following:

> Organized a college political group or campaign
>
> Worked actively in an off-campus political organization
>
> Worked actively in a student movement to change institutional rules, procedures, or policies
>
> Initiated or organized a student movement to change institutional rules, procedures, or policies
>
> Participated in one or more demonstrations for some political or social goal, such as civil rights, free speech for students, states' rights, etc.

We assumed that any student who checked three or more of these activities was exhibiting a good deal of behavior we could term "student activism." Students who checked none of these probably showed very little student activism, while students in between showed moderate activity.

Method

Student Sample

The student sample was obtained from a follow-up of students who participated in the American College Survey, which was administered to 12,432 college freshmen in 31 institutions during April or May of 1964. (Abe, Holland, Lutz, and Richards, 1965.) The sample for the present study is restricted to the 5,129 students at 29 colleges who participated in a follow-up study carried out in the spring of 1965 at the end of their sophomore year. The sample is described in more detail elsewhere (Richards, Holland, & Lutz, 1967a).

Complete follow-up data were obtained for 2,295 men and 2,834 women or 43% of the sample. Students with missing follow-up data include both students who left college, and students still enrolled in college who did not complete the follow-up questionnaire. A comparison of the achievements and ability of students who completed the follow-up questionnaire and those who did not indicated that there were few consistent differences which would bias the results (Richards, Holland, & Lutz, 1967b).

Variables from First Survey

The American College Survey provided a comprehensive

assessment of college students. Detailed information about the reliabilities, content, and other statistical properties of the instruments described below is reported elsewhere (Abe, Holland, Lutz, & Richards, 1965).

Self-Ratings

For the present study, twenty one self-ratings on common traits, such as writing ability, aggressiveness, understanding of others, etc., were used. Each of the subjects rated himself on each of the twenty one traits on a four-point scale, and scores from one to four were assigned to these responses so that a higher score indicated a greater possession of the trait in question. For more information about these ratings see Richards, 1966a.

Life Goals

For the present study, twenty three items pertaining to the student's goals and aspirations were used. Some examples are "making a theoretical contribution to science", "helping others who are in difficulty", and "following a formal religious code".

Each of the twenty three specific life goal items was rated by the subject on a four-point scale and scores from 1 to 4 were assigned so that a high score indicated a high degree of importance. These life goals have been discussed more fully by Richards (1966b).

Family Income

To give an indication of social class, students were asked to estimate their family's income on a seven-point scale. Alternatives were provided for students who considered this information confidential

or could not provide an estimate of their family's income.

Range of Experience

Students checked from a list of 76 items those places they had visited or those events they had experienced. The experiences were assumed to be conducive to later achievement. Typical examples included visits to museums, factories, mental hospitals and sports car races.

Intellectual Resources in the Home

Students checked those things they had in their homes from a list of 39 items. The list of environmental resources assumed to be conducive to achievement included an encyclopedia set, sculpturing tools, power tools, etc.

High School Extracurricular Achievement Records

The checklists of extracurricular achievement for the high school years were used earlier by Holland and Richards (1966) and include the following areas: art, music, writing, leadership, dramatic art, and science. They are very similar to the college nonacademic achievement scales. Students with high scores on any of these scales presumably have attained a high level of accomplishment which requires complex skills, long term persistence, or originality.

High School Grades

Students also reported their average high school grades.

Vocational Preference Inventory (Holland, 1958)

This interest inventory is composed of occupational titles, which a student indicates that he likes or dislikes. It was scored for 7 scales:

Realistic, Intellectual, Social, Conventional, Enterprising, Artistic, and Aggressive.

Potential Achievement Scales

These scales are revised versions of those used by Nichols and Holland (1963). They were empirically constructed for men and women separately to predict extracurricular achievement in art, writing, science, dramatics, and leadership. They are based on preferences for 275 daily activities, hobbies, reading habits, school subjects, and sports. Typical items included working on guns, playing chess, giving talks, collecting rocks, and drawing cartoons.

Competencies

From a list of 143 activities, students checked those they could do well or competently. Typical items from this list included: I can make jewelry, I can read blueprints, I can read Greek, I can use logarithm tables, etc. The number of activities checked equals a student's total range of competencies. Scales developed for several subareas of competence were also included: governmental, social and educational, arts, and leadership and sales.

Preconscious Activity Scale

This 38-item scale was developed to measure Kubie's concept of preconscious activity as a process in creative preformance (Holland & Baird, 1968a).

Dogmatism Scale

This scale is a revision of the one developed by Rokeach to

measure dogmatic and rigid thinking. It consists of 40 true-false items dealing with beliefs and attitudes.

Educational Values

Two scales were used to measure students' approaches to education: the academic scale reflects an "identification with the intellectual concerns of the faculty." The vocational scale focuses on preparation for the world of work.

Interpersonal Competency Scale

This 20-item scale was designed to measure Foote and Cottrell's (1955) concept of interpersonal competence as "acquired ability for effective interaction" (Holland & Baird, 1968b).

Variables Taken from Follow-up Survey

College experiences. On a simple checklist, students indicated whether they had been members of fraternities or sororities, participated in inter-collegiate athletics, worked for pay 15 hours or more a week, dropped out of college, or had psychotherapy or counseling.

College opinions. Students indicated their agreement or disagreement with the following statements: "At this college, there is at least one faculty member with whom I like to discuss my ideas," "At this college, fraternities and sororities have more voice than they should in campus politics," "A major drawback of this college is that there are too many rules and regulations," and "Many of the required courses at this college should not be compulsory because they emphasize only theories rather than practical knowledge."

College nonacademic achievement. The areas of achievement

assessed by the nonacademic scales were leadership, science, drama and speech, writing, music, art, business, humanities, social science, religious service, and social service. A brief scale of special educational experiences was also used. Detailed accounts of the development and statistical properties of these scales are presented elsewhere. (Richards, Holland, & Lutz, 1967a, 1967b). The scales are lists of extracurricular accomplishments which range from common accomplishments to rare and more important ones. The student checks those accomplishments he has attained. Examples of the items include: "Elected as one of the officers of a class (freshman, sophomore, etc.) in any year of college," "had drawings, photographs, or other art work published in a public newspaper or magazine," "received a prize or award for a scientific paper or project," "was editor for college paper, annual, magazine, anthology, etc.".

College grades. Students were also asked to report the average grades in their last term on a letter grade scale (A or A+, B+, B, etc.). Several studies have shown that such self-reported grades are highly correlated with grades taken from transcripts (Davidson, 1963; Holland & Richards, 1964; Richards & Lutz, 1968).

Statistics

Simple one-way analysis of variance was used to test for differences between the three groups of students formed by student activism scores. The means of the groups are reported to show trends in the data. Because of the large sample size, a significance level of .001 was used.

Results

General--The Extent of Activist Behavior

Very few students in our sample were activists;--only 2.7 percent of the men and 2.5 percent of the women. Even moderate activism was uncommon; 75.7 percent of the men and 73.0 percent of the women had not engaged in any of the activities of the activism scale. About a quarter (21.6 percent of the men and 24.5 percent of the women) had shown moderate activism. Thus, in agreement with most observers, it appears that activism involves very few students.

Self-Concepts

The mean self-ratings by level of student activism are shown in Table 1. Both men and women activists describe themselves as socially ascendant and capable (Leadership, Popularity, Aggressiveness, Speaking Ability), socially sensitive and gregarious (Understanding of others, Sensitivity to the needs of others, Sociability), aesthetically talented and expressive (Originality, Writing Ability, Expressiveness, Acting Ability), and independent (Independence, Intellectual Self-Confidence). The other ratings on which men or women activists

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Table 1 about here

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rated themselves highly fit these trends. Women activists describe themselves as having high drive to achieve, artistic ability, and perseverance. Men activists also described themselves as socially self-confident. Thus, students who later became "activists" thought of themselves as confident, interpersonally capable, sensitive,

driving, and talented.

Life Goals

The same social ascendancy and desire for a central role in political affairs we found in the self-ratings appears in the means on the life goals shown in Table 2. Men and women activists gave higher values to the life goals of becoming a community leader, being influential in public affairs, keeping up to date politically, and having executive responsibility for the work of others. In addition, the activists gave a higher rating to the goal of obtaining rewards and recognition. However, they also gave a higher rating to "helping others in difficulty". Their serious concerns are reflected in the goal of being well read and developing a meaningful philosophy of life. This last difference must be distinguished from finding a real purpose in life. The activist students seem confident of their purpose. Men who showed "moderate" activism gave the highest rating to the goal of being an expert in finance.

Table 2 about here

The activist students did not give significantly lower ratings to life goals we might expect them to reject: be well off financially, make my parents proud of me, follow a formal religious code, be successful in my own business.

Background and High School Achievements

The background and high school achievement information is shown in Table 3. Although student activists did not come from

wealthier homes, their homes did provide many intellectual resources, and they have had a wide range of experiences. Student activists apparently had intellectually stimulating childhood years, and probably had their families' encouragement to engage in many educationally

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Table 3 about here

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valuable activities. The activists had more nonacademic high school achievements in every area with the exception of music for women. They had especially more achievements in leadership, speech and drama, and writing. In contrast, their academic achievement was not different from that of other students. This discrepancy suggests that these students are active and capable in many areas but are not particularly academically able.

Interests, Potentials, Competency and Personality Scales

The means of students on these diverse scales are shown in Table 4. Student activists are characterized by interests in "aggressive", social, enterprising and artistic occupations. High scorers on these scales have been described as sensitive, critical, aggressive, dominating, leading, sociable, having verbal skills, interested in others, imaginative, and self-sufficient. In addition, males low in activism seem to prefer realistic occupations (technical and skilled trades), and women activists prefer intellectual or scientific occupations.

The potential scales were developed by comparing the preferences of achievers and nonachievers for activities, hobbies, reading habits, etc.

In several studies (Holland & Nichols, 1963; Baird, in press) they have been shown to predict later achievement. These biographical predictors show that both men and women activists prefer activities, reading, hobbies, etc. which would suggest high potential for achievement in leadership, literary work, art, and speech and drama. In addition, women activists show potentials for achievement in science. The activists, then, apparently have engaged in a wide variety of activities which seem conducive to achievement in several areas.

Table 4 about here

The results for the Competency Scales are similar. The largest F-value is associated with the total of all competencies claimed, an indication of general capacity and effectiveness. The activist students also score higher on every other competency scale--governmental, social, arts, and leadership. From the Potential and Competency Scale results, we can describe the student activist as having multiple talents and potentials. The high school achievement scales indicate that he has used his talents to achieve and has received public recognition and rewards for his accomplishments.

Activist students also received high scores on the Preconscious Activity Scale, a measure of orginality (Holland and Baird, 1968a). The groups were not different on the revised version of Rokeach's Dogmatism Scale used here. The activists had higher scores on the scale of Academic Orientation, measuring "identification with the intellectual concerns of the

faculty". The activists also have higher scores on the scale of "interpersonal competency", defined by Holland and Baird (1968b) as measuring "acquired ability for effective interaction".

College Experiences and Opinions

The college experiences and opinions of students are shown by level of activism in Table 5. On these items, a low score indicates endorsement. Thus, it is surprising that men who were moderate or high in student activism were somewhat more likely to be members of fraternities. Women activists were not more likely to be sorority members, although they were slightly more likely to have participated in athletics. Activists were not likely to have dropped out of college, worked, or have psychotherapy or counseling.

Table 5 about here

Activists were less likely to think that "classroom or the lab is the place one is most likely to encounter ideas " but were more likely to report that "there is at least one faculty member with whom I like to discuss my ideas". Activists were also more likely to think "a major drawback of this college is that there are too many rules and regulations". Thus, while activists seemed to communicate with faculty members and, as we saw in the last section, shared the faculty's intellectual concerns, they looked outside the classroom situation for ideas.

College Academic and Nonacademic Achievements

Students' academic and nonacademic achievements are shown in Table 6. As in the high school achievement results, the activists had

significantly more achievements in every nonacademic area but did not obtain higher grades. They also had more special educational experiences, such as honors programs, independent study, etc. (which are generally moderately related to grades).

Table 6 about here

The activists had especially more achievements in leadership, social service, humanities, and social science. The activists apparently did not reject traditional forms of student government, and they were more likely to hold student offices. They also were more often involved in such social services as serving as foreign student advisors, volunteering on campus and civic improvement projects, serving as volunteer aides in hospitals or clinics, etc. The significant difference on business achievement may be due to items which refer to managing the financial affairs of a student group and of a student publication. The activist's artistic talent and potential we noted earlier is expressed in achievement in art, writing, and speech and drama.

Discussion

The present results uphold the results of some earlier studies of activists but do not support others. In agreement with most other studies, the activists in our sample were more independent, service-oriented, artistic, and expressive than other students. Their home life was stimulating and included a wide variety of educationally useful experiences, but their parents were not wealthy. As Keniston (1968) also found, they were leaders in high school and were talented before they became activists.

In contrast, some of the present results are in disagreement with some other studies and the popular conception of activists. The activists in our sample seemed practical and not "romantic." They were neither more or less dogmatic than other students, and they did not seem to be less religious than other students.[2]

These last points suggest one important finding--the student activists in the present sample did not appear to be alienated. Indeed, one must recognize their normality and similarity to other students. For example, they did not rate themselves lower in self-control, conservatism, or practical mindedness, and they did not give lower ratings to the life goals of "be well off financially," "invent a useful product," "make my parents proud of me," "be successful in one's own busines," or "follow a formal religious code." Indeed, their religious service and business achievement was higher than average. Their college experiences were also about the same as other students'. For example, in contrast to stereotypes, they did not more frequently drop out or seek counseling or psychotherapy. In brief, they were

not ideologues and were, on the whole well balanced and well liked persons.

One result is in disagreement with the impressions of many writers--the student activists were not outstanding students. They were, however, talented in many other areas. This pattern of results suggest an important distinction: activists are intellectual but not academic. In other words, the student activists seemed to support the goals of liberal education, but they considered the classroom and grades as unrelated or tangential to the attainment of those goals. Thus, while the activists considered themselves high in originality, independence, writing ability, and intellectual self-confidence, they did not rate themselves higher in scholarship. (Of course, their grades would suggest that this last rating was accurate.) Activists also gave high ratings to the life goals of developing a meaningful philosophy of life and being well read, and they scored highest on a scale designed to measure "academic" values; but they did not obtain better high school grades. They seemed to have more access to faculty members but did not regard the classroom as the place to find ideas. Activist students achieved substantially more in college in the humanities, writing, and social science, but they did not obtain better college grades. We must conclude that their classroom experiences had not encouraged the activists to put forth the same effort that they seemed willing to give to activities outside the classroom. Once more, student activists seem to be intellectual, but not academic.

Finally, the present results also suggest that activists are concerned with personal prominance as well as public morality. Student activists are most different from other students in their scores on measure of potential and accomplishment in leadership, and on measures reflecting a desire to influence events and other people. In addition to their desire to serve, there appears to be a strong power orientation among activists. They seem to be aggressive, self-confident, purposive, and well organized. The activists in this sample very probably are not motivated solely by an altruistic concern for particular issues or injustices. They also seem motivated by a desire to influence and direct events.[3] In other words, if activists are seeking a sense of community, they also seem to think of themselves as community leaders.

In summary, the student activists in this sample were distinquished by their talent rather than their alienation, by their intellectuality rather than their academic performance, and by their leadership rather than their anomie.

Footnotes

[1]These items were not presented to the students as a scale, but were distributed among many items dealing with extra-curricular participation and achievements.

[2]It is illuminating to recall that Ramparts magazine, a widely read journal among activists, began as a lay Catholic opinion magazine.

[3]However, as Cattell (1965) has pointed out, the trait of dominance is compatible with other attitudes. Activists may very well expect a high level of individual independence from everyone. Further, their need to break with convention may be supported by their "toughness."

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Table 1

Mean Self-Ratings of Students by Level of Student Activism

Self-Rating	Men				Women			
	Low	Mod	High	F	Low	Mod	High	F
Originality	2.39	2.57	2.68	14.11*	2.26	2.48	2.67	37.31*
Leadership	2.37	2.56	2.84	20.18*	2.20	2.43	2.57	29.58*
Popularity	2.35	2.54	2.58	19.28*	2.28	2.39	2.47	9.90*
Understanding of others	2.68	2.86	2.89	14.04*	2.75	2.90	3.01	17.24*
Drive to achieve	2.65	2.77	2.87	6.45	2.58	2.75	2.92	18.46*
Scholarship	2.46	2.49	2.66	2.09	2.42	2.49	2.57	3.65
Artistic ability	1.69	1.79	1.84	3.15	1.77	1.90	2.06	9.26*
Aggressiveness	2.22	2.43	2.74	29.35*	1.98	2.13	2.26	18.39*
Speaking ability	2.16	2.38	2.79	33.57*	2.11	2.30	2.40	22.45*
Self-control	2.61	2.67	2.81	2.68	2.49	2.52	2.64	2.25
Independence	2.76	2.89	3.05	9.40*	2.59	2.73	2.79	10.60*
Conservatism	2.28	2.29	2.37	0.43	2.18	2.22	2.00	3.65
Practical mindedness	2.53	2.58	2.73	3.31	2.49	2.51	2.49	0.41
Writing ability	2.10	2.22	2.61	16.64*	2.14	2.29	2.43	16.21*
Expressiveness	2.18	2.37	2.58	22.74*	2.18	2.36	2.47	21.39*
Self-confidence (social)	2.15	2.32	2.55	14.47*	2.08	2.17	2.28	5.96
Self-confidence (intell)	2.34	2.44	2.73	10.22*	2.16	2.29	2.38	11.74*
Perseverance	2.38	2.45	2.53	3.50	2.32	2.46	2.38	11.34*
Acting ability	1.80	2.02	2.16	21.78*	1.83	1.97	2.04	12.43*
Sensitivity to the needs of others	2.49	2.68	2.76	16.92*	2.67	2.78	2.86	8.70*
Sociability	2.31	2.51	2.71	23.51*	2.43	2.60	2.60	16.38*
N	1737	496	62		2062	689	72	

* indicates significant beyond .001 level.

Table 2

Mean Ratings Given to Life Goals by Level of Student Activism

Life Goals	Men				Women			
	Low	Mod	High	F	Low	Mod	High	F
Be well off financially	2.90	2.89	2.79	0.64	2.72	2.73	2.90	2.19
Invent a useful produc	1.51	1.58	1.50	1.78	1.20	1.24	1.33	3.29
Help others in difficulty	2.55	2.75	2.94	16.97*	2.95	3.08	3.21	9.54*
Develop a meaningful philosophy of life	2.91	3.08	3.32	9.81*	3.18	3.32	3.61	11.98*
Make parents proud of me	3.01	3.07	3.03	0.90	3.32	3.37	3.31	0.90
Make sacrifices for others	2.54	2.59	2.66	1.18	2.87	2.95	2.92	2.16
Be a community leader	2.01	2.33	2.52	36.80*	1.87	2.03	2.33	19.44*
Be influential in public affairs	1.91	2.28	2.63	54.51*	1.61	1.79	2.19	28.20*
Follow formal religious code	2.69	2.58	2.55	2.39	2.96	2.96	2.75	1.25
Have time to relax	3.21	3.19	3.26	0.21	3.28	3.30	3.32	0.35
Make theoretical contribution to science	1.64	1.64	1.73	0.30	1.25	1.29	1.44	4.34
Be well read	2.59	2.82	3.00	18.06*	2.88	3.05	3.31	18.31*
Be mature and well adjusted	3.61	3.62	3.63	0.08	3.81	3.81	3.74	0.63
Obtain rewards and recognition	2.15	2.32	2.37	9.33*	1.96	2.08	2.26	9.30*
Never be obligated to people	2.34	2.39	2.23	1.02	2.30	2.33	2.35	0.32
Be expert in finance	1.70	1.91	1.84	10.47*	1.33	1.37	1.54	3.90
Keep up to date politically	2.49	2.75	3.03	28.63*	2.49	2.68	3.07	24.89*
Be well liked	2.99	3.11	3.11	4.53	3.29	3.33	3.28	0.74
Be good husband or wife	3.69	3.69	3.63	0.23	3.89	3.90	3.83	0.80
Find real purpose in life	3.66	3.69	3.77	1.01	3.83	3.88	3.81	2.68
Be active religiously	2.61	2.57	2.63	0.29	2.92	2.89	2.60	3.83
Have executive responsibility for work of others	2.29	2.44	2.66	9.88*	1.90	2.02	2.25	10.35*
Be successful in own business	2.53	2.65	2.63	2.41	1.93	2.00	1.99	1.20
N	1737	496	62		2062	689	72	

* indicates significant beyond .001 level.

Table 3

Background and High School Achievements by Level of Student Activism

Variable	Men				Women			
	Low	Mod	High	F	Low	Mod	High	F
Family income	4.00	4.17	4.48	1.65	5.08	4.82	4.85	2.01
Range of experiences	7.52	10.30	11.68	36.23*	7.17	9.35	11.68	41.11*
Intellectual resources in the home	18.33	20.34	21.10	32.61*	18.63	19.92	21.15	24.45*
Science achievement	1.26	1.53	2.31	10.25*	0.68	1.00	1.36	16.73*
Leadership achievement	3.91	5.17	6.07	59.71*	4.21	5.24	6.29	78.10*
Drama achievement	1.50	2.23	3.39	50.71*	1.89	2.58	2.90	35.64*
Art achievement	0.65	0.92	1.36	10.40*	0.91	1.27	1.71	15.51*
Writing achievement	0.70	1.09	1.79	34.87*	1.10	1.65	2.32	53.15*
Music achievement	1.39	1.74	2.13	7.24*	1.52	1.79	1.18	7.04*
High School GPA	2.88	2.74	2.69	4.87	3.08	3.08	3.03	0.09
N	1737	496	62		2062	689	72	

* indicates significant beyond .001 level.

Table 4

Means on Interest, Potential, Personality, and Competency Scales by Level of Student Activism

	Men				Women			
VPI [1]	Low	Mod	High	F	Low	Mod	High	F
Realistic	4.57	3.85	4.13	7.75*	1.54	1.76	2.01	3.86
Intellectual	5.72	5.83	5.39	0.32	3.90	4.53	5.03	8.51*
Social	4.18	5.41	6.53	33.48*	8.08	9.01	8.50	16.54*
Conventional	3.04	3.33	4.47	5.74	2.74	2.91	2.71	0.74
Enterprising	4.01	5.16	5.77	26.18*	3.63	4.29	4.99	18.73*
Artistic	3.38	4.30	4.90	16.17*	5.56	6.80	6.49	22.69*
Aggressive	4.99	6.67	7.44	47.91*	4.79	6.16	7.10	48.55*
Potentials for achievement								
Leadership potential	23.27	27.15	30.32	56.47*	18.66	20.82	23.51	63.58*
Literary potential	14.99	17.63	20.27	54.58*	13.94	16.29	19.19	78.13*
Art potential	10.10	11.92	14.23	36.82*	10.39	11.74	14.21	21.72*
Science potential	17.78	18.14	19.95	3.26	13.31	14.57	16.82	19.57*
Drama potential	11.45	13.85	16.11	67.47*	17.27	19.87	22.86	67.88*
Competency Scales								
Total competency	49.24	57.51	63.86	50.26*	55.04	62.94	68.51	71.28*
Governmental	0.68	0.90	1.19	25.29*	0.57	0.80	1.01	32.55*
Social	5.23	6.44	7.34	44.58*	7.45	8.21	8.88	30.99*
Arts	6.60	8.88	10.16	41.63*	10.05	12.54	13.78	56.75*
Leadership	3.95	5.53	6.18	67.75*	4.59	5.83	6.81	56.44*
Personality and Value Scales								
Preconscious activity [2]	16.50	17.40	19.39	13.46*	18.64	19.89	20.99	22.74*
Dogmatism	17.36	17.44	17.53	0.06	16.93	16.81	16.97	0.13
Academic type	4.41	4.89	5.36	17.01*	4.52	5.14	5.69	37.04*
Vocational type	4.92	4.64	4.65	5.45	4.32	4.27	4.25	0.27
Interpersonal comp [3]	10.61	11.84	12.36	32.46*	11.18	12.19	12.50	28.58*
N	1737	496	62		2062	689	72	

[1] VPI is Holland's (1958) Vocational Preference Inventory

[2] Holland and Baird, 1968a

[3] Holland and Baird, 1968b

* indicates significant beyond .001 level

Table 5

College Experiences and Opinions by Level of Student Activism

College Experiences	Men				Women			
	Low	Mod	High	F	Low	Mod	High	F
Member of fraternity or sorority	1.79	1.67	1.68	16.02*	1.77	1.74	1.75	1.35
Participated in inter-collegiate athletics	1.82	1.75	1.74	6.36	1.87	1.82	1.72	11.59*
Worked 15 hours a week or more	1.74	1.70	1.66	2.75	1.81	1.82	1.75	0.90
Dropped out of college	1.95	1.95	1.98	0.71	1.98	1.97	1.99	1.21
Had psychotherapy or counseling	1.97	1.96	1.95	2.09	1.97	1.96	1.93	2.21
Opinions								
Classroom is the place to encounter ideas	1.42	1.50	1.65	11.31*	1.47	1.57	1.59	10.77*
There is at least one faculty member with whom I like to discuss my ideas	1.41	1.27	1.21	19.61*	1.38	1.24	1.19	27.46*
Fraternities and sororities have too much power on campus	1.66	1.73	1.74	4.04	1.73	1.77	1.79	3.28
Too many rules and regulations	1.72	1.60	1.50	19.61*	1.64	1.56	1.42	14.27*
Required courses are too theoretical	1.68	1.63	1.68	1.92	1.58	1.59	1.60	0.17
N	1737	496	62		2062	689	72	

* indicates significant beyond .001 level.

Table 6

College Academic and Nonacademic Achievement by Level of Student Activism

Achievement Area	Men				Women			
	Low	Mod	High	F	Low	Mod	High	F
Leadership	0.66	1.59	3.57	179.02*	0.95	1.96	2.68	122.05*
Art	0.43	0.87	1.61	57.35*	0.74	1.23	2.00	57.09*
Social service	0.53	1.28	2.44	145.80*	0.91	1.66	2.57	133.44*
Science	0.26	0.39	0.87	19.75*	0.08	0.12	0.35	19.32*
Business	0.60	0.96	1.66	55.88*	0.30	0.47	0.61	21.37*
Humanities	0.90	1.53	2.61	88.61*	1.28	1.99	2.68	91.78*
Religious service	1.17	1.58	2.15	12.23*	1.72	2.28	2.40	17.31*
Music	0.21	0.32	0.66	12.48*	0.21	0.36	0.39	14.57*
Writing	0.24	0.56	1.11	63.94*	0.38	0.78	1.04	62.18*
Social science	0.29	0.54	1.39	95.95*	0.26	0.51	0.97	78.89*
Speech & drama	0.22	0.60	1.26	68.52*	0.27	0.55	0.81	36.25*
Special educational experiences	0.30	0.36	0.69	12.14*	0.34	0.45	0.50	7.47*
College GPA [1]	4.02	4.06	4.42	2.58	4.24	4.33	4.27	1.34
N	1737	496	62		2062	689	72	

* indicates significant beyond .001 level

[1] College GPA's are based on seven-point scale